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TEACHER LOAD IN EMERSON, HAWTHORNE,
WHITTIER AND IRVING SCHOOLS
IN INDIANOLA, 1966

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Marjorie Ensley Laird
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Marjorie Ensley Laird

Approved by Committee:

Bruce Vannard
Chairman

Robert L. Evans

Ezra F. Canfield
Dean of the Graduate Division

1627-1

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CHAPTER I.

INTRODUCTION

It has been said that the question of teacher load is as old as public education. There are many reasons for a continuing interest in the study of teacher load. Not only are there administrative reasons for such a study, but of equal importance, is the morale of the teaching staff which is affected by the size and distribution of the load. In order to make the teacher load more equitable and realistic it must be exposed to review by the administration and faculty and subject to revision as warranted by the evidence.

I. PROBLEM

Statement of the problem. The purpose of this study was to compare certain aspects of the teacher load of the teachers in the Emerson, Hawthorne, Whittier and Irving Schools of Indianola, Iowa, 1966, with similar teacher loads shown in the study completed in 1950 by the National Education Association for use by the administration for making any necessary and appropriate changes in the assignment of the teacher load.

Significance of the problem. The administration

was desirous of determining the number of hours each member of the faculty devoted weekly to all phases of pedagogical endeavor in order that they could:

1. Give board members and patrons an understanding of the amount of work teachers are doing.
2. Help teachers realize how their load compares with that of other teachers.
3. Help teachers plan more wisely the use of their own time.
4. Help teachers give more individual attention to the pupils.

II. DEFINITION OF TERMS USED

For the purposes of this paper the following definitions were applied to the terms listed below:

Teacher load. Teacher load, or total time, was all the time spent by the teacher inside or outside the classroom performing duties, clerical work, preparing lesson plans, correcting papers, and tests.

Teaching time. Teaching time was the time spent by the teacher in direct contact with the pupils in a learning situation.

Released time. Released time was the time during which the teacher was relieved of the class by the physical

education, art and music teachers during the required presence at school.

Daily hours. Daily hours were the total hours per week spent by each teacher divided by five.

Miscellaneous duties. Miscellaneous duties were the required duties performed by each teacher on a rotating schedule including bus, hall, playground, recess and cafeteria duties. These duties were figured per year, then averaged by thirty-six weeks to give an average per week.

Class size. Class size was the number of pupils each teacher had reporting to him in a self-contained classroom.

Required time. Required time was the time set by the school board during which all teachers must remain at school.

Pupil-teacher hours. Pupil teacher hours were the number of pupils in the class times the number of teaching hours.

III. REVIEW OF THE LITERATURE

A search of the literature, in order to select the factors that were included in this study, revealed a wide

range of ideas concerning teacher load. These were divided into three categories based upon what they attempted to do: (1) suggestions for easing the job of teaching or making it more pleasant, (2) those that were concerned with increasing the efficiency of the instructional tasks that were involved in teaching, and (3) studies of how teachers rated the factors of their job.

The chief complaint of teachers, when asked how their teaching load might be eased, concerned limiting class size. This would, as stated by George Counts, in Education and American Civilization, not only enable the teacher to know his pupils individually, but allow him to become acquainted with their parents and home surroundings.¹

The results of a study made of classroom size by the San Diego, California, city schools stated that on the basis of data submitted, as the result of the principal's observations, in most cases the amount of teacher morale seemed to have an inverse relationship to magnitude of class enrollment. The study recognized that teachers of medium and small classes maintained higher and more consistent levels of energy and morale than did most of those in the

¹George S. Counts, Education and American Civilization (New York: Bureau of Publications Teachers College, Columbia University, 1952), p. 466.

largest classes.¹

In 1960, the National Education Association Research Division asked representative samples of teachers whether they felt they could do a better job in classes of twenty-five to thirty pupils with usual clerical and non-teaching duties or classes with forty to fifty with full-time non-professional help with the clerical duties. The smaller classes with no clerical help was preferred by 92.3 per cent of the elementary teachers surveyed.²

Other than reduction of the class size in making the teaching load less onerous, mention was made of the overwhelming work load of the elementary teacher. The National Education Association Research Bulletin reported in 1950 that:

The working day of the teacher is much longer and more demanding than it appears to the uninitiated. The work week of the elementary teacher averages about 48 hours. He spends more than 28 hours in class instruction, 12 hours in out-of-school instructional duties, and 8 hours in other activities related to his work.³

¹"The Class Size Experiment," (Report to the Board of Education, San Diego, 1965), p. 18. (Mimeographed.)

²National Education Association, Research Division. "Standards for Class Size," Research Memo 1964-31; September 1964, p. 8.

³"Teaching Load in 1950," National Education Association, Research Bulletin, 29:10, February, 1951, as cited in George C. Kyte, The Elementary School Teacher at Work (New York: The Dryden Press, 1957), 509-510.

Robert Reynolds, Consultant in Elementary Education, California State Department of Education, has indicated that a pupil-teacher ratio of thirty to one permits two minutes of teacher help per pupil per hour.

The time required of the teacher to keep records, handle official interruptions and to set up equipment for learning experiences would reduce the amount of time available to meet the needs of individual pupils. Therefore, factors¹ other than class size relate to quality education.

The Department of Classroom Teachers discussed the following suggestions for relieving teacher loads:

1. Equalization of teacher assignment.
2. Making the schedule less continuous.
3. Providing an increased amount of clerical help for the teacher.
4. Better building planning.
5. Supplying high standard instructional materials.
6. Work space for teachers.
7. Rest room facilities for teachers.
8. Screening community demands.
9. Consideration of participation in professional educational associations in assigning duties.
10. Class size.²

The Commission on Educational Policy of the California Teachers Association in 1958, pointed out the following factors, among others, pertaining to teacher load:

1. The range of differences in background and ability among pupils in a particular class.
2. Auxiliary professional services, such as library, counseling, and the like.

¹"The Class Size Experiment," op. cit., p. 3.

²Department of Classroom Teachers, Conditions of Work for Quality Teaching (Washington: National Education Association of the United States, 1959), pp. 37-73.

3. Number of subjects the teacher must prepare to teach, and his correct assignment in terms of prior professional training.
4. The teacher's daily schedule (time allowed for planning, correcting pupils' work, record-keeping, and individual help).
5. Out-of-class assignments for the teacher (before school and lunch hour supervision, after-school and extracurricular activities).
6. The number of class interruptions¹ for reasons unrelated to teaching purposes.

A report of a study of how teachers rated intangible factors related to the teacher load. The ten most commonly mentioned could be classified under four major headings: "class size, plant facilities, teaching methods and administrative procedures."²

Recently, certain factors contributing to strain, and thereby to feelings of excessive load, were isolated. These included:

1. No full-time principal.
2. Favoritism in assigning extra classes and duties.
3. Inadequate clerical help.
4. Special problems due to handicapped or unresponsive pupils.
5. Promotion standards not in line with teachers' ideas.
6. Curriculum experiments of which the teachers do not fully approve.
7. Frequent interruptions in class sessions.
8. Overcrowding.
9. Excessively noisy surroundings.
10. Inadequate workroom facilities for classroom teachers.

¹"The Class Size Experiment," op. cit., p. 4.

²Logan, op. cit., p. 72.

11. Inadequate restroom facilities.
12. Inadequate custodial service.¹

The Texas Classroom Teachers Association found that the following methods were recommended by teachers as ways to help reduce teaching load:

1. Employ a physical education teacher or playground supervisor.
2. Use floating music and art teachers.
3. Equalize the pupil load.
4. Make available more secretarial help.
5. Provide a lunchroom supervisor to relieve teachers of their duties for 30 minutes during the lunch period.
6. Relieve teachers of bus duties.
7. Collect money for fewer funds.
8. Have fewer extra-curricular meetings.²

In her book Teaching The Young Child Lillian Logan stated:

Teachers are anxious to participate as members of the community, to succeed on the job, and to grow in the profession. All too frequently, however, they are beset by nagging anxieties that stem from a half-shattered self-esteem and an excessive work load. In order to attract and maintain teachers of quality, teaching must be restored to the dignity and importance it deserves. Teachers should have status commensurate with the demands of the profession.

Teachers should be free to participate as mature individuals in various aspects of community life, at the local, state, and national levels. Such participation should be rewarded, and is in many school systems throughout the country. It signals the

¹National Education Association, Research Division, "Teaching Load in 1950," NEA Research Bulletin, XXIX No. 1 (February, 1951), p. 5.

²Texas Classroom Teachers Association, Research Committee, The Elementary Teacher's Load (Houston: The Association, January, 1957), p. 48.

abandonment of the tradition that the teacher should be something less than a human being.

Teachers often join social, civic, service, veteran, and fraternal organizations, though the frequency with which they do so varies with the community. They should feel free not only to join but to aspire to leadership in various types of organizations, whether devoted to the promotion of general welfare, the advancement of the arts and sciences, or to the simple enjoyment of good fellowship. There is, in addition every reason for a teacher to pursue hobbies of the greatest variety, from hiking to performing in the local symphony and from stamp collecting to growing roses. In recent years, too, as was not always the case, teachers are permitted to marry and rear children without the loss of a position in the school.¹

Logan continued by including remarks by Urey.

The popular attitude toward teachers in our schools has become deplorable. It is my belief that teachers should occupy a social and financial position in the local community equivalent to that of the local doctor and local business man. He should be a member of the country club. When that time comes, we will have no difficulty competing with the U.S.S.R. in satellites.²

The teacher's day has been filled with numerous tasks, work with individual pupils, preparing instructional aids, selecting appropriate reading and reference material, correcting and analysis of children's work and tests, individual study and planning for his teaching and conferences with staff, parents and community groups.

¹Logan, op. cit., p. 71.

²Harold C. Urey, "Education's Dilemma," an address given at Eastern Michigan College of Education, Ypsilanti, Michigan, February 28, 1958, as cited in Lillian M. Logan, op. cit., pp. 71-72.

Homogeneous grouping has been tried to alleviate the strain. Kyte has said:

For almost all teachers, a constant strain is inherent in classwork. Each class consists of as many different personalities as there are pupils. In spite of common interests, needs, and development in the group, the latter is heterogeneous rather than homogeneous. Guiding so many different personalities is energy-consuming, and there is very little time during the school day to recuperate from the classroom situation. To add to the difficulties of teaching, many classes are at present too large. Their very size precludes the possibility of understanding every pupil and recognizing his every need, a frustrating condition to the conscientious teacher. On the other hand, some small classes exhibit such a wide range of ability, needs, and interests that even in them he cannot meet all of the specific needs of his pupils. In both large and small classes, there is a constant interplay of personalities that challenges the resources and the best efforts of the teacher.¹

Some schools have turned to outside help for the teacher as we note in the book Elementary Education by Lambert.

Staffing the schools is now and will continue to be a problem for some time. It is a well known fact that much of the work that teachers do is clerical in nature and could be done easily, if not better, by people with clerical abilities. It does not require four or five years to prepare a clerk and to use teachers for such work not only encroaches on time that should be devoted to teaching but is an uneconomical use of teachers' time.

Several school districts have been experimenting with teacher aides in the last few years. These aides call the roll and make out necessary attendance reports, collect money for such things as school lunches, write assignments or other work on the board,

¹George C. Kyte, The Elementary School Teacher At Work (New York: The Dryden Press, 1957), p. 510.

and generally perform any non-teaching work the teacher ordinarily would do.

The Bay City, Michigan school system pioneered in the use of teacher aides and, as of November 1, 1959, there were 42 Michigan school systems utilizing aides in the elementary schools and in junior and senior high schools. Other school systems have adopted variations of the Bay City plan wherever overcrowding and shortage of staff have existed.

In New York City, the Public Education Association (PEA) School Volunteers, organized in 1956, has been providing help to teachers. During the school year 1959-60, 239 School Volunteers gave 17,109 hours of service, the equivalent of 2,702 teacher-days of six hours and 20 minutes each.¹

School climate plays an important role in the atmosphere of a school. Often administrators forget their primary objective is to keep the teacher working at maximum efficiency. Notes written in praise of teachers' work would be morale building. Administrators ought to work like coaches to provide their players not only with every skill, but with every psychological advantage.²

Serious thought should be given to the work load of the elementary teacher. American children may be cheated out of the quality education they deserve. Curricula may

¹Arthur Morse, Schools of Tomorrow - Today (New York: The Ford Foundation, p. 62-78. Annual Report, Oct. 1, 1959 - May 30, 1960 of the PEA School Volunteers as cited in Hazel M. Lambert, Elementary Education (New York: The Center For Applied Research in Education, 1963), p. 102.

²John M. Harrer, "Superior People Are Rejecting Classroom Teaching," NEA Journal, LV (November 1966), 20-22.

become standardized rather than individualized for want of time. Much has been written on the individual differences of pupils but the writers have failed to recognize the great differences in interests and competencies of teachers. Often times they have been stifled and creative qualities dissipated by exhausting their energies in routine clerical tasks.¹

Denemark lists twenty-three duties teachers have been expected to perform:

1. Remain alert to significant developments in academic specialty and continue general education in order to avoid obsolescence of knowledge.
2. Be a continuing student of the educative process and keep current with respect to innovations in teaching methods and materials.
3. Plan with students and fellow teachers.
4. Work with curriculum committees.
5. Experiment with different content, methods, and materials.
6. Read and evaluate student work.
7. Confer with students and parents regarding pupil progress.
8. Counsel and advise students on academic, vocational, and personal concerns.
9. Maintain a cumulative file of significant data on each student.
10. Develop reading lists, outlines, study guides, drill sheets, and visual materials.
11. Prepare tests appropriate to the range of objectives established.
12. Type and duplicate tests and other materials for classroom use.
13. Arrange for field trips, outside speakers, and other programs relevant to the learning objectives of the class.
14. Supervise homeroom, study hall, or lunchroom.

¹George W. Denemark, "The Teacher and His Staff," NEA Journal, LV (December 1966), 17-19, 70.

15. Supervise playground or recess periods.
16. Advise student extracurricular groups, chaperon school functions.
17. Keep attendance and academic records.
18. Collect money for various drives and sell tickets for school events.
19. Order and return films and other visual aids and operate equipment involved.
20. Participate in professional-association and learned-society activities.
21. Maintain an active interest in civic and community affairs and represent the school in the community effectively.
22. Orient and assist beginning teachers.
23. Supervise student teachers and cooperate with area colleges in providing opportunities for observation and demonstration.¹

The problem of teacher load has been under study for over half a century. Three main categories have evolved (1) suggestions for easing the job of teaching or making it more pleasant, (2) those that were concerned with increasing the efficiency of the instructional tasks that were involved in teaching, and (3) studies of how teachers rated the factors of their job.

Numerous factors have been covered in the literature from class size, interruptions, number of preparations, attitudes, tension, plant facilities and the abilities of the students. Today, much attention is being directed to the supervisory duties, clerical work, and daily preparations to use the equipment and aids now available.

¹Ibid., p. 17.

CHAPTER II.

TEACHER LOAD IN EMERSON, HAWTHORNE, WHITTIER AND IRVING SCHOOLS IN INDIANOLA, 1966

Procedure. After securing permission from the Superintendent of the Indianola Community School District to collect data on teacher load, a paper requesting each teacher to state the average hours per week spent on all teaching activities was distributed. (See appendix.)

Of the fifty-three requests sent to the teachers, forty-six were returned. A personal visit to the six who did not respond resulted in obtaining the information from five thus making the returns 99.42 per cent. One teacher refused to participate.

Enrollment of Emerson, Hawthorne, Whittier and Irving Schools of Indianola. Indianola, Iowa, (population eight thousand) is the county seat of Warren County. The four elementary schools, Emerson, Hawthorne, Whittier and Irving, had a total enrollment during the first semester of 1966 of 1,561 pupils, Emerson had 400 attending, Hawthorne 366 pupils, Whittier 384 and Irving 411 pupils. Each school contains grades kindergarten through six with thirteen classroom teachers in every building with the exception of fourteen in Irving. Two principals administered

the four buildings. The average pupil load was 29.5 children.

Limitation of the study. The scope of this study did not include an evaluation of the efficiency, or work speed rate, of each teacher. It was assumed that one teacher could work more rapidly than another and accomplish more work in a given amount of time.

Since this study depended on reports by teachers concerning the amount of time they spent on a given task, it must be assumed that a good deal of error is generated.

CHAPTER III.

RESULTS OF THE STUDY

This section of the paper is concerned with the evaluation of results to the study. Table I gives the hours reported by each teacher, and the average by grade level, for all duties. From the averages it can be seen that kindergarten teachers averaged 44.4 hours, first grade teachers 49.9 hours, second grade 49.5 hours, third grade 48.3 hours, fourth grade 51.2 hours, fifth grade 50.2 hours, and sixth grade 54.7 hours per week. The average of all elementary teachers was 49.7 hours per week.

A comparable study by the National Education Association showed that kindergarten teachers averaged 40.3 hours, first grade 45.5 hours, second grade 46.8 hours, third grade 46.6 hours, fourth grade 48.0 hours, fifth grade 49.4 hours, and sixth grade 48.0 hours, total time per week. The average total time for all elementary teachers was 47.8 hours per week.¹

It can be seen that the average total time in this study exceeded that in the comparable study by the National Education Association by 1.9 hours. The greatest difference was in grade six where it exceeded the National Education

¹"Teaching Load 1950," op. cit., p. 5.

TABLE I.

TOTAL-HOURS OF WORK, PER WEEK, FOR EMERSON, HAWTHORNE,
WHITTIER AND IRVING ELEMENTARY TEACHERS
OF INDIANOLA, 1966,
AVERAGED BY GRADE

Grade	K	1	2	3	4	5	6
<u>Emerson</u>	42	52.5	48	55	44.5	45.5	60
		50	48	50	45	48	52
<u>Hawthorne</u>	43	46.5	43.5	45	60	47.5	60
		47.5	50	48	49	45	54.5
<u>Whittier</u>	47	47.5	55	47.5	50	48	45.5
		48	56.5		55	62.5	55.5
		55					
<u>Irving</u>	45.5	50	45	52.5	56.5	52.5	60
		52.5	would not answer	40.5	50	52.5	62.5
							42.5
Average	44.4	49.9	49.5	48.3	51.2	50.2	54.7

Association's survey by 6.7 hours. It is noteworthy that all grade levels in this study reported larger average loads than the teachers in the national study.

Table II shows a per cent distribution of all the teachers in this study in regard to the total hours per week given to all duties. The number of teachers who worked forty to forty-four hours per week represented 11.5 per cent, the teachers between forty-five and forty-nine hours per week were 38.5 per cent, fifty to fifty-four hours were reported by 25 per cent, those reporting fifty-five to fifty-nine hours were 13.5 per cent. The remaining reporting sixty to sixty-four hours were 11.5 per cent.

In the study done at the national level by the National Education Association, the number of teachers who reported total-hours, per week, between thirty and thirty-four hours was five per cent. Those who worked between thirty-five and thirty-nine hours constituted sixteen per cent of the total. Twenty-three per cent of the teachers worked between forty and forty-four hours. Twenty per cent of the total worked forty-five to forty-nine hours. Fourteen per cent worked between fifty and fifty-four hours per week. Ten per cent worked fifty-five to fifty-nine hours. Six per cent put in a total work week of sixty to sixty-four hours. Three per cent spent sixty-five to sixty-nine hours,

TABLE II.

TOTAL-HOURS OF WORK, PER WEEK, FOR TEACHERS IN EMERSON,
HAWTHORNE, WHITTIER AND IRVING SCHOOLS OF
INDIANOLA, 1966, PER CENT
DISTRIBUTION OF HOURS

Hours of work per week	Number of teachers	Per cent of teachers
1	2	3
40 - 44	6	11.5
45 - 49	20	38.5
50 - 54	13	25.0
55 - 59	7	13.5
60 - 64	6	11.5
	—	—
	52	100.0

whereas another three per cent worked more than seventy hours.¹

Because each teacher in this study is required to work thirty-seven and one-half hours, none fell below the forty to forty-four hour bracket. For example, the group in this study was 11.5 per cent below the national average of forty to forty-four hours per week. In the group forty-five to forty-nine, 18 per cent worked above the national figure. For the fifty to fifty-four hour week the difference was approximately 11 per cent above the average reported by the National Education Association. At the fifty-five to fifty-nine hour level, 3 per cent difference was found between the two studies. Five and five-tenths per cent more of the teachers in this study worked a week of sixty to sixty-four hours.

The figures for the total amount of work done per week have been converted into daily average figures by using a five-day week as the unit of measurement. Table III shows the distribution of all teachers in relation to the number of hours worked per day. Twenty-six teachers, or half, worked amounts of time in excess of ten hours per day. Twenty-six teachers worked between eight and one-half and ten hours per day.

¹N.E.A. Research Division, op. cit., p. 13.

TABLE III.
AVERAGE NUMBER HOURS OF WORK DAILY BY THE TEACHERS
OF EMERSON, HAWTHORNE, WHITTIER AND IRVING
SCHOOLS OF INDIANOLA, 1966

Hours of work per day	Number of teachers
12.50 - 12.99	2
12.00 - 12.49	4
11.50 - 11.99	0
11.00 - 11.49	7
10.50 - 10.99	6
10.00 - 10.49	7
9.50 - 9.99	11
9.00 - 9.49	9
8.50 - 8.99	4
8.00 - 8.49	2

The number of weekly work hours reported by the National Education Association Research Division, quoted here on page five, were divided by five resulting in a national daily average. From this sixteen per cent the national group worked seven hours per day, twenty-three per cent worked eight hours, twenty per cent worked nine hours, fourteen per cent worked ten hours, ten per cent worked eleven hours, six per cent twelve hours, thirteen hours were worked by three per cent, and another three per cent reported working an average of fourteen hours per day.

It was observed that only thirty-six per cent of the teachers on the national level worked ten hours or more as compared to fifty per cent of the Indianola teachers. However, it was noted that on the national level six per cent worked thirteen hours or more with the greatest number of hours reported in this study being twelve and five-tenths hours. This would indicate that teachers in the Emerson, Hawthorne, Whittier and Irving schools of Indianola Community School District worked a longer average day than is true for the national teacher groups.

Table IV shows the distribution of teachers in relation to miscellaneous duties, per week. Emerson lower grade teachers are required to serve 2.4 hours per week, while the upper grade teachers work two hours per week. Hawthorne has an extra division of teachers since there are

TABLE IV.

HOURS PER WEEK SPENT FULFILLING DUTIES ON HALL, PLAYGROUND,
RECESS, BUS AND CAFETERIA IN EMERSON,
HAWTHORNE, WHITTIER AND IRVING
SCHOOLS OF INDIANOLA, 1966

<u>School</u>	<u>Average hours</u> <u>per week</u>	<u>Average hours</u> <u>per week</u>
	<u>Lower grades</u>	<u>Upper grades</u>
Emerson	2.4	2.0
Hawthorne	2.6	2.4
" Annex	3.1	
Whittier	1.6	1.5
Irving	1.5	1

four lower grades in a converted house a block away. Their duties total 3.1 hours per week. The lower grade teachers in Hawthorne proper do 2.6 hours per week, while the upper grade teachers work 2.4 hours. Whittier teachers work 1.6 and 1.5 hours. In Irving the lower grade teachers work 1.5 hours per week, and the upper grade teachers serve only 1.0 hour per week average.

Table V shows the released time of the teacher from classroom duties for art, music and physical education. Grade one and two, ninety minutes per week, grade three, one hundred thirty-five minutes per week, and grades four and five and six being relieved one hundred forty-five minutes per week. This shows that the Indianola schools are meeting one recommendation for decreasing the teacher load as quoted on page eight of this study.

TABLE V.

RELEASED TIME FOR TEACHERS IN EMERSON, HAWTHORNE,
WHITTIER AND IRVING SCHOOLS OF INDIANOLA, 1966

Released time of the teacher from classroom
duties for art, music and physical education classes

Grade	Minutes of released time per week
1	90
2	90
3	135
4	145
5	145
6	145

CHAPTER IV.

SUMMARY, CONCLUSIONS, RESULTS AND RECOMMENDATIONS

I. SUMMARY

The purpose of this study was to compare certain aspects of the teacher load of the teachers in the Emerson, Hawthorne, Whittier and Irving Schools of Indianola, Iowa, with similar teacher loads shown in the study completed by the National Education Association for use by the administration for making any necessary and appropriate changes in the assignment of the teacher load.

After having been granted permission by the superintendent to make the study, a request was made that the teachers state their average weekly teaching load.

This information was summarized and the information tabulated to determine the average, or normal, teacher load in the Emerson, Hawthorne, Whittier and Irving elementary schools of Indianola.

A survey was made of the literature pertinent to teaching load. The findings from available literature were presented to ascertain the average or normal teacher load, in other schools as reported in the studies of teacher load.

A comparison of the four sets of data was made to reveal and point out any apparent disparities between the

four public elementary schools of Indianola.

The summarization of the teacher load in the other study required that the figures, for each factor, in the study be averaged so as to give a comparison of the load.

The teachers of Emerson, Hawthorne, Whittier and Irving elementary schools of Indianola spent an average total-hours for all school duties for each teacher of 1.9 hours, per week, more than the average reported in the other study. The study revealed that fifty per cent of the Indianola teachers worked over ten hours per day. It was noticed that Indianola teachers were required to spend thirty-seven and a half hours at school, whereas, five per cent of the national average spent only thirty to thirty-four total hours at school.

II. CONCLUSIONS

Three factors of teacher load in which the Indianola teachers exceeded the usual teacher load reported in the other study were: (1) the total weekly teacher load, (2) more of the Indianola teachers spend as much as or more hours per week at their work than the national average, (3) Indianola teachers were required to spend more time fulfilling the minimum of hours per week than five per cent of the nation's teachers spend fulfilling the maximum time.

The Indianola teachers were receiving released time from their duties, whereas, no indication of released time was given in the national averages in the literature surveyed.

III. RESULTS

The results show that the teachers in Whittier and Irving elementary schools spend an hour less per week than was computed for the teachers of Emerson and Hawthorne to fulfill outside duties.

The reasons for this difference in time spent by the teachers in the same school district was because the teachers in Whittier and Irving were not required to supervise the playground activity ten minutes before school opens in the morning. Student monitors are enlisted to supervise approximately twenty-five minutes during the noon hour. No teacher is assigned to supervise the monitors. Another fact which contributed to the fewer hours recorded for the Whittier and Irving teachers was due to an unequitable assignment of after school bus duties. Two teachers are arbitrarily appointed by the principal to serve for the entire year.

No specific hall supervision was required in the Whittier and Irving schools which lessened their duties by thirty minutes per week per teacher.

Grades five and six are departmentalized in Irving which eliminates recess duties for these teachers.

IV. RECOMMENDATIONS

This study was undertaken with the view in mind, not solely of reducing the teacher load for the sake of relief for the teacher, but rather, that more efficiency in this area would materially add to the quality of education for the pupils, for whom all educational effort is undertaken. If it also relieves the teacher of some load, this ought to have a beneficial effect on the whole process of learning, since morale is admittedly a controlling factor in all human effort.¹

It is recommended that the inequities which exist between the required time spent by teachers in Emerson-Hawthorne and Whittier-Irving systems be adjusted so that time on duties other than teaching would be more equitable.

Since it is recognized that many of the duties required in Emerson and Hawthorne are supervisory and assumed to be essential, it is suggested that clerical help or teacher clerks be employed to reduce the time spent to more approximate that spent by the teachers of Whittier and Irving.

¹Malcolm M. Provus, "NEA Time To Teach Project," NEA Journal, LIV (April 1965), 8-10.

It would be helpful if these clerks could be employed in all four schools to relieve teachers of recess, noon, playground, hall and bus duties as well as provide clerical help for routine bookkeeping chores which accounts for most of the teachers' extra duty time. This would release the teacher so that he could do that for which he was employed, teach children.

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APPENDIX

My graduate project at Drake is on the subject of work load in the Indianola Community Schools.

I need to know one fact. How many hours per week do you think you average to fulfill your duties to the Indianola Community School District?

The school requires us to work 37 1/2 hours per week. Please add to this number any hours you spend in excess of this either in your room, meetings, or working at home on school projects.

Be certain you don't add any hours spent at Simpson or Drake. This is strictly the hours spent for the Indianola School System.

Name _____

Total hours per week _____

Thank you,

Marjorie Laird